

**Methodology for Calculating the Funded SOQ Instructional Positions
for the 2000-2002 Biennium**

Step 1 - Determining the Number of "Base Year Positions"

The first step in the Standards of Quality (SOQ) funding methodology is to determine the required number of instructional positions for each school division for the base year, fiscal year 1999. Using actual fiscal year 1999 student enrollment, the number of required instructional positions for fiscal year 1999 is calculated using the SOQ and Standards of Accreditation (SOA) staffing standards that became effective on July 1, 2000:

Basic Aid Positions

The required Basic Aid positions for the base year (fiscal year 1999) are calculated using fiscal year 1999 Fall Membership and the SOQ and SOA staffing requirements listed on the attached chart (see Attachment B). In addition, this methodology calculates a minimum of 7.6 teachers for each secondary school with grades 9 through 12 and 8.6 teachers for secondary schools with grades 8 through 12 to ensure that sufficient positions are provided to meet the minimum course requirements of the SOA. These minimum course requirements are 38 courses for secondary schools with grades 9 through 12 and 43 courses for secondary schools with grades 8 through 12. The required positions are calculated by grade for each school and then consolidated at the division level.

Special Education Positions

The required number of special education elementary and secondary teachers for fiscal year 1999 is calculated using the maximum special education class size allowed for each disability category according to special education regulations. The positions are calculated using the December 1, 1998, Special Education Child Count. The required instructional positions are calculated for each school and then consolidated at the division level.

Vocational Education Positions

The required number of vocational education teachers for fiscal year 1999 is calculated using the actual number of students enrolled in vocational education classes in fiscal year 1999 (data obtained from division VERS 1 reports) and the maximum class sizes allowed according to the vocational education regulations. The required number of vocational education teachers for vocational technical centers is also calculated. The positions calculated for vocational technical centers are prorated back to participating school divisions based on the percent of service data reported on the Annual School Report.

Remedial Education Positions

The required number of remedial education teachers for fiscal year 1999 is calculated based on a ratio of nine teachers per 1,000 remedial students. The number of elementary, middle, and secondary remedial students is projected for each division based on a three-year average percentage of students scoring in the bottom quartile on the spring 1996, spring 1997, and fall 1998 VSAP standardized tests. The resulting elementary school percentage is used to project the number of remedial students in grades K through 5. The resulting middle school percentage is used to project the number of remedial students in grades 6 through 8. The resulting high school percentage is used to project the number of remedial students in grades 9 through 12.

Gifted Positions

The required number of gifted education teachers for fiscal year 1999 is calculated using a ratio of one teacher per 1,000 students.

Step 2 - Determining the Number of "Calculated Positions"

The number of instructional positions for the base year (fiscal year 1999) is converted to the number of calculated instructional positions for fiscal years 2001 and 2002 based on the projected change in student enrollment from fiscal year 1999 to fiscal years 2001 and 2002.

Step 3 - Comparing the Number of "Calculated Positions" to the Minimum Requirements for "Funded Positions"

The number of calculated positions for fiscal years 2001 and 2002 is compared to the following position floors, which serve to generate a minimum number of funded positions for fiscal years 2001 and 2002:

- a. the Basic Aid position floor of 51 positions per 1,000 students;
- b. the add-on position floor of six special education and vocational education positions per 1,000 students; and,
- c. the total position floor of 57 Basic Aid and add-on positions per 1,000 students.

This step in the process ensures that the number of instructional positions funded for each school division in the 2000-2002 biennium will be equal to or greater than the number of instructional positions that would have been funded under the former SOQ funding methodology (i.e., 57 positions per 1,000 students).

Step 4 - Determining the Number of "Funded Positions"

As a result of the methodology described in step 3 above, positions are either transferred or increased in order to meet the Basic Aid and add-on position floors. For example, if the number of calculated Basic Aid positions for 2000-2002 does not meet the 51 per 1,000 student Basic Aid floor but the number of add-on positions exceeds the add-on floor of six positions per 1,000 students, then the available add-on positions are transferred to the Basic Aid positions to meet the Basic Aid floor. If there are not enough available add-on positions to cover the Basic Aid position deficit, then positions are added to the calculated Basic Aid positions to meet the Basic Aid floor. If the number of calculated add-on positions is less than the number calculated using the six per 1,000 student add-on floor, positions are added to meet the add-on floor.

Step 5 - Determining the SOQ Per Pupil Amounts

The number of funded SOQ instructional positions resulting from step four represents the number of positions on which a portion of

Attachment A

the SOQ Basic Aid per pupil amounts for fiscal years 2001 and 2002 are based. The balance of the Basic Aid per pupil amount is determined by the calculated support costs. In the case of gifted, remedial, vocational, and special education, the funded positions alone determine the SOQ per pupil amounts.